

# Little Blossoms Childcare Harmanswater

Harmans Water Primary School, Wellington Drive, BRACKNELL, Berkshire, RG12 9NE

## Inspection date

10/07/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

1

The contribution of the early years provision to the well-being of children

1

The effectiveness of the leadership and management of the early years provision

1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are well motivated, eager to join in and consistently show their interests and enthusiasm for the experiences available to them. Consequently, they make extremely good progress in all aspects of their development.
- The pre-school is exceptionally successful in helping parents to be directly involved in their child's learning and development.
- Staff consistently give the highest priority to the safety and welfare of children and effectively support children's growing understanding of how to keep themselves safe and healthy.
- The manager and staff consider their practice carefully. They are enthusiastic, forward thinking, motivated and well qualified. As a result, they continually seek to promote children's welfare, learning and development.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## **Inspection activities**

- The inspector observed staff with children as they participated in activities in the pre-school and the outside areas.
- The inspector sampled a range of documents including children's observation, assessment and planning records, policies and procedures, children's details and other relevant information.
- The inspector discussed specific activities observed jointly with the manager.
- The inspector spoke to several parents on the day to gather their views on the pre-school.

## **Inspector**

Susan May

## Full Report

### Information about the setting

Little Blossoms Childcare at Harmanswater registered in its current premises in 2005, and re-registered in 2013. It is a limited company, which operates another pre-school, Little Blossoms Childcare at Holly Springs. The pre-school operates from a classroom at Harmans Water Primary School in Bracknell, Berkshire. Children have access to an enclosed outdoor play area and the pre-school is able to make use of other school facilities. The pre-school serves Harmans Water and the surrounding area.

The pre-school is registered on the Early Years Register. It opens Monday to Friday during school term times. Sessions are from 8.45am to 11.15am and 12.15pm to 2.45pm. A lunch club is offered from 11.15am to 12.15pm. Children attend for a variety of sessions. There are currently 66 children on roll in the early years age group. The pre-school supports a number of children with special educational needs and/or disabilities, and also supports children who speak English as an additional language. Five members of staff are employed to work with the children, who all hold appropriate early years qualifications. Free early education funding is available to children aged two, three and four.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- monitor and replenish resources outdoors to continue to promote children's all round learning.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Well-qualified and motivated staff help children make outstanding progress from their starting points at this friendly and inclusive pre-school. Inclusion is given a high priority as staff consider each child as an individual, taking into account their particular learning needs. Achievements and next steps in children's learning are clearly recognised by staff. Staff use their observations and assessment of children very effectively to plan interesting opportunities that enhance learning and development. As a result, children continue to make excellent progress relative to their starting points.

Children receive an excellent balance of adult-led and child-initiated activities as children's interests and requests are noted by adults. Staff maintain comprehensive learning journey books for each child and carry out regular assessments of children's development. This

incorporates the two-year-old progress checks, which they share with parents. Information about what children enjoy at home is frequently requested from parents and included in children's learning records. Consequently, this greatly enhances parents' understanding of how their children learn and increases their ability to fully support their children's progress at home. Staff use this information extremely well to provide a wealth of activities, both inside and outside that help them to follow and extend the children's learning. For example, staff note that children enjoy using the large construction equipment outside. Equipment consists of milk crates, planks and tyres for children to move around and is so popular that staff extend activities to include model making with cardboard boxes. Children's imaginations and creativity are extremely well enhanced as they use cardboard boxes, scissors, sticky tape and paper to turn boxes into rockets, which they fly into the sky. Other creations include a chicken house that a member of staff quickly uses to extend conversation and children's thinking. She skilfully asks questions, such as 'How many chickens will fit into the house, what they will eat?' and wonders if the chickens will lay eggs. Children enter into the conversation eagerly and listen to each other's comments, showing respect for staff and other children's opinions. Children use tools with the play dough, which help develop their control and coordination. They are competent with technology and effectively use resources, such as the computer and appropriate software. Children show excellent recognition that their actions with the mouse and keyboard influence what happens in the game.

All children are happy, occupied and thoroughly enjoy their time at the pre-school. They are eager and curious to find out what is going on around them and join in small and large group times with great enthusiasm. Their achievements, however small, are praised. For example, much of their work is attractively displayed around the pre-school. This encourages positive self-esteem and helps children feel that what they do is valued and important.

Staff take particular care to provide an environment and activities in which all children can take part fully. They use visual pictures at the start of each session to help children follow the routines of the day, and staff show and talk about what activities are available. This helps all children, including those learning English as an additional language, to develop their understanding and language skills. Excellent care is taken to provide a curriculum that promotes literacy and numeracy. Staff skilfully include language that reinforces children's awareness of shape, number and size. However, while children have resources, such as flour and digging trays, the amount of sand in the sand tray limits children's ability to explore with the excellent range of sand toys available to use. Children match numbers as they ride their bikes to the adjoining numbered parking lot, although some numbers are no longer easily visible and, therefore, not as effective in supporting a spontaneous matching game. Children have excellent access to books and can sit in the den outside to look at them or snuggle down in the cosy book area inside. Story sacks and props help promote children's understanding of and pleasure in books, while others help them understand that books can be used as a source of information. Excellent labelling throughout the pre-school helps children recognise that words have meaning. For example, the outdoor water tray 'pond' that was used to study the tadpoles and frogs is now an area where children recognise a range of plant life and insects. They compare them with the labelled pictures fastened to the fence and correctly identify them. This along with planting and growing a selection of vegetables and plants helps demonstrate

their increasing awareness of the natural environment.

The pre-school operates from the school where most children will attend, with nursery and reception classes in rooms next to them. The majority of children are therefore very familiar with the school setting. Effective systems help ensure children are supported as they move to the nursery room. For children who will be attending different schools staff make every effort to build links, contact staff and wherever possible meet with them to help make sure moving through the education system is positive experience for each child.

### **The contribution of the early years provision to the well-being of children**

Staff provide excellent levels of supervision and individual attention that enables children to make very good progress in all aspects of their development. Children move seamlessly throughout the day moving happily from activities with their key person and small group sessions in addition to free play. They develop their excellent social skills as they learn to share and cooperate with others. Children are lively but behave extremely well, settling minor disputes between themselves. For example, when two children both want the same toy they discuss it and agree to take turns. Throughout the pre-school children's emotional needs are exceptionally well met. Children enter the pre-school confidently; they greet staff and their playmates and quickly become engrossed in activities. Children are confident to make requests demonstrating how comfortable and secure they feel with the staff.

The pre-school is thorough in its management of hazards. Risk assessment systems are particularly robust, both for indoor and outdoor areas, and for any outings that take place. Children's safety is a high priority and staff enhance and develop children's understanding of how to stay safe in numerous ways. For example, they learn about walking safely as they negotiate the steps to an area of the school they use for their sporting events. Excellent use is made of the available space both indoors and out. Children move freely between the two environments. They use the outdoor area whatever the weather for fresh air and exercise, developing their physical skills very well as they ride wheeled toys, play with balls and with the large construction materials. Resources indoors and outdoors promote learning in all areas, and are age-appropriate and easily accessible. Pictures and labelling support children effectively, for example, they know exactly what is in each storage container. As a result, children can easily make choices for themselves about what they want to play with. This helps children to initiate their own learning as they extend their play. The majority of children demonstrate an increasing awareness of the importance of looking after the resources. They actively help to tidy away, demonstrating an awareness of where items are stored. This simple activity encourages matching, sorting and an appreciation for the resources they have.

Parents provide all children's lunches and these are stored appropriately to ensure food remains fresh. Lunch club is a social occasion when children and staff sit together. This helps promote good future eating habits. Snack times provide children with opportunities to be independent as they choose when they want to eat and select their own fruit. They

help themselves to drinks and wash up their own beakers. Children demonstrate a clear awareness of appropriate hygiene routines as they independently remind each other to wash hands before snack and at lunchtime. They begin to understand about looking after themselves and an awareness of their bodies as they chat about preventing germs going into tummies and giving them tummy ache. Children's excellent awareness of healthy lifestyles is further enhanced through topic work. This includes outside visitors, such as the dentist to help them to develop understanding about looking after their teeth.

### **The effectiveness of the leadership and management of the early years provision**

The manager and staff team meet the safeguarding and welfare, and learning and development requirements well, as they have an exemplary awareness of their responsibilities. Staff maintain consistent ratios in order to effectively support children at all times. Staff work extremely well as a team as they organise and deploy themselves successfully to provide effective supervision in all areas. The site is extremely secure, only staff open the gates and visitors' procedures are thorough. Staff know and implement the pre-school's policies and procedures effectively to promote children's health, safety and well-being.

Safeguarding is given the utmost priority. Staff receive safeguarding training. They have an excellent understanding of the procedures and steps to take if they have any child protection concerns about a child in their care. Recruitment vetting, induction and appraisal procedures are stringent to ensure staff are suitable to work with the children. Most staff had been at the pre-school for several years. They are well-qualified and continue to attend a variety of training courses, in order to continue to build on their childcare expertise.

Children receive excellent support as partnerships with parents and external agencies are very strong. Staff work extremely well to meet the needs of children as they actively engage with parents and work closely with them. Parents spoken to on the day of the inspection, made many positive comments about the staff and how friendly, approachable and supportive they are. All parents spoken to said they would not want to change anything about the pre-school as their children are so happy, and state it provides a wonderful environment for their children.

The manager and staff constantly reflect on and monitor the effectiveness of the pre-school and strive for further improvements. For example, they have identified that increasing links with the school nursery room and joining together to plan would be of benefit to children. Regular staff meetings provide invaluable opportunities for staff to discuss and share their ideas and suggestions. Parents and children's views are sought and, wherever possible, their suggestions put into practice. All these measures demonstrate a high commitment by staff to ensure the ongoing development of this outstanding pre-school.



## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY456579
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	901401
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Little Blossom's Childcare Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07754 807 784

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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